

Education Development Model of Patriotism as National Character Building

Sutrisno

Sri Wibawani

Mohammad Mirwan

Associate Professor

Pembangunan Nasional Jawa Timur of University
Indonesia

Abstract

This study wanted to synergize the research master plan of UPN 2016-2017 focusing on 5 primary aspects of socio-economy and societal study with the policy of the Ministry of Research and Technology and the Ministry of National Defense. It aimed to complete the grand design of patriotism education model in a comprehensive and integrative perspective of socio-politic. It used purposive sample from the students of UPN "Veteran" 2015, East Java consisting of ones not joining any students' clubs (UKM) and ones who were joining student regiment club, Natural Lover Club, Scout, and choir. The research was conducted since they hit the third up to fifth semester. Quantitative research method was used to measure the value of students' patriotism and civic integrity in pre- and post-treatment. Furthermore, qualitative method was also necessary to observe the students' behavior by identifying their activeness and roles in students' clubs and other college activities. The result showed that the field models of patriotism and conflict resolution were defined as an education model of patriotism. With this model, the value of students' patriotism and civic integrity might increase.

Keywords: Education of Patriotism, National Character, Student.

Introduction

Act No. 3/ 2002 on National Defense mentions that patriotism is an attitude and behavior imbued with the love of his homeland, the Republic of Indonesia with Pancasila and the Constitution 1945 as the basic principles. Therefore, education and training of patriotism is crucial, relevant, and strategic in order to construct people national defense and to develop the soul of patriotism on students' club, as well as the homeland. People awareness along with the concept of their nation should be sustainably developed to all people of Indonesia. Based on President Regulation No. 1222 on Defining UN "Veteran" East Java as the State University, and as a College of Patriotism, it has defined education of patriotism as a compulsory course of character building. It is expected for the students of UPN to become agents of change in their college sphere, workplace, and society. In college, the sense of patriotism is taught to all the academic community (lecturer, teaching staff, student organization, and students) classically through a program *Training of Trainer* (TOT) and through outbound activities in order to develop the sense of patriotism; a life soul of all the people of Indonesia. Field capacity reinforcement of patriotism aims to complete the classical subject of education of patriotism in the form of outbound activities as a compulsory course for students. Technical Guidance and Patriotism Training to the students and Patriot clubs such as MENWA, Scout, and MAHAPALA aim to socialize and internalize the sense of patriotism into surroundings in order to make them use the sense of patriotism as the basis of their attitude and behavior and everyday life.

Patriotism training has been integrated to students' Thematic Community Service Program both in regional and national setting, cooperated with the Ministry of Disadvantaged Area Development. Adult Students Integrated Community Service Program (SIMADA) cooperated with the Ministry of National Defense of the Republic of Indonesia, as well as the participation in Surya Bhaskara Jaya and Latsitardanus held by Indonesia National Army (TNI).

UPN “Veteran” East Java, with its advantage on Education of Patriotism, expects the students to have character and sense of patriotism, manifested in the form of loving their homeland, willing to sacrifice for their country, believing in Pancasila and the Constitution 1945, developing the sense of nation belonging, and having the concept of Archipelago.

Literature Review

Patriotism

Patriotism is a citizen’s strong willing, attitude, and behavior imbued by the love for the Republic of Indonesia with Pancasila and the Constitution 1945 as the basic principles in order to assure the national sustainability. Patriotism is not solely the responsibility of TNI, but also all the people of Indonesia in accordance to their capability and profession in societal and national context.

Act No. 3/ 2002 on National Defense set the procedures of organizing the national defense by Indonesia National Army (TNI) and all the components of the nation. The organization is conducted through introduction of patriotism. A question may reveal “is the Introduction of Patriotism still relevant and needed to implement?”

As one discipline in a rank of social science, patriotism is actually a discipline that focuses on the national noble value (Pancasila, social and culture, law, politic, and citizenship). With an understanding on the values of Pancasila and national norms, along with all the phenomena, students are expected to be competent to see various societal problems in a framework of value, morale, principle, proposition, and educational theories of citizenship (i.e., patriotism) in order to solve the problems encountering their nation and country.

Conflict Resolution Model

Conflict Resolution Model is a learning model based on an idea that there is a causal relationship between socio-cultural phenomena and individual’s capabilities as well as social responsibility toward society. In particular cycle, it may finally make his life better and settled in a harmony of social order (Montgomery, 2000).

This model can be used as a learning model of patriotism due to interdisciplinary revolution movement. It can be developed in order to stimulate and explore the past, current, and future relationships in a framework of multidimensional conflict. Every individual is responsible to be knowledgeable and skillful to solve the existing conflicts in society for the sake of social welfare (NCSS, 2000).

National Commission of Social Studies (NCSS) in USA defined this model as *the teaching and learning of Bela negara Education in the context of realsocieties*” (NCSS, 2000). 10 (ten) characteristics of this model in a learning context are as follow.

- Students identify socio-cultural problems that relate to societal life in their surroundings
- Students’ active participation to seek and formulate information in order to solve the existing problems in their social surroundings.
- Using local, regional, and national electronic media to obtain necessary information to solve the existing socio-cultural problems.
- Focusing on the effect of socio-cultural information on students.
- The extended period of time for students to have learning beyond the limited meeting in class and school environment (*broad and deepen instructional*)
- Having an orientation that the learning material is not merely from facts, concepts, and generalization that students made, but also the basic competence of life.
- Stressing on the skill process that may become useful for the students to solve any everyday social-cultural problems.
- Providing optimal chances for the students to play their roles as citizen, and leader of a nation on which they have been capable to identify the existing socio-cultural issues.
- Stressing on students’ autonomy in a learning process, particularly on their capacity as individual (personal ability) and group (group ability).
- Stressing on students’ capability and skill to identify social conflicts in future life and capability to design and take accurate actions.

Method

This study used quantitative method to measure the value of students' patriotism and civic integrity through questionnaires which would be spread out before and after the treatment. The comparison of the students' scores would be useful to see the increasing value of their patriotism and civic integrity in post-treatment. Then, it used qualitative method to observe students' behavior by seeing their activeness and roles in students clubs (UKM) and other college activities. In order to limit the scope of this study and synchronize the perception with the variables, some indicators of students' patriotism were presented as follow.

- Loving the homeland
- Sense of National belonging
- Believing on Pancasila as the national ideology
- Willing to sacrifice for the Nation and country
- Having initial capability to defend the country

While some indicators of civic integrity were as follow.

- Civic knowledge
- Civic skill

Technique of Data Collection

Field research by having a face-to-face meeting was used for data collection, including:

- Questionnaire fulfillment. This technique of data collection was conducted by providing or spreading out a list of questions to the respondents of a group sample during pre- and post-treatment. The respondents were the students of UPN Veteran East Java 2015 who were not joining any Students Club and those who were joining Student Regiment Club, Students Natural Lover Club, Scout, and Choir.
- Observation on the group sample. This technique was conducted by observing the students' activeness and participation on college activities.

Tool of Data Measurement

Ordinal scale was used to measure independent and dependent variables. This scale was orderly structured from the lowest to the highest parts. To analyze the collected data in order to test the hypothesis, non-parametric statistic was used. This technique was selected since the data was ordinal.

The Research Subject

The subject of this study was the students of UPN "Veteran" East Java 2015 from the third up to fifth semester. It was because the course of patriotism started from the third semester. The sample was taken randomly. The observation was conducted up to the fifth semester. Changes in behavior could not drastically happen, rather, it would be through a process that took some period of time. Sample was selected using purposive sampling. It consisted of 10 students who were not joining any Students Club, 10 students joining Student Regiment Club (MENWA), 10 students joining Scout, 10 students joining Natural Lover Club (MAHAPALA), and 10 students joining Choir Club. The hypothesis of this treatment is that the students' character in post-treatment (H_a) would be better than in the pre-treatment (H_0). If their character were better in post-treatment, the assumption on education of patriotism was considered successful. $H_0 = H_a > 0$

Learning Model

The learning model of students' patriotism identified some socio-cultural issues in their societal environment that relates to the intended materials, including:

- Focusing on the effect of socio-cultural information on the students.
- The extending scope and period of time for students to learn beyond the limitation they encounter in class and school environment (*broad and deepen instructional*).
- Stressing on the skill process that may become useful for the students to solve any everyday social-cultural problems.
- Providing optimal chances for the students to play their roles as citizen, and leader of a nation on which they have been capable to identify the existing socio-cultural issues.
- Stressing on students' autonomy in a learning process, particularly on their capacity as individual (personal ability).

- Stressing on students' capability and skill to identify any social conflicts in future life
- Being capable to make decision or accurate and comprehensive actions to solve the socio-cultural conflicts in their surroundings.

Evaluation of Patriotism Field Model

Patriotism Field Model, latterly known as ML BELNEG, is a gradual and sustainable training model to accelerate the process of improving a targeted competence; in which the process of *training and coaching* is conducted through *learning by doing* and *learning to discover/solve the problem* itself using the principle of partnership between the trainer and the participant. On the process of *training and coaching* through ML BELNEG model, the training is based on experience (*Experiential Learning Cycle/ELC*). The characteristics of ML BELNEG that make this model different from other models of class training are:

- ML BELNEG focuses on the process of training in one cycle of semester
- The participants are learning by doing in order to discover solution or autonomously solve the problems;
- The process of *training and coaching* is designed for one learning cycle based on Experiential Learning Cycle (ELC) and conducted in a real context at college or societal setting and with andragogy approach.
- The training is conducted by stressing on togetherness, democracy, harmony, responsibility, and active participation from all of the parties.
- The media of training is a field and by utilizing affordable and practical materials.
- The trainer acts as a guide creating a training atmosphere that makes the participants motivated to develop their sense of analysis and creativity, as well as problem solving;
- The synthesis between theory and real practice is reflected in the description of the training curriculum;
- The training is conducted as a manifestation of accelerating the shift of technology from the discipline of science and technology toward the society.

Result and Discussion

In the first year, a learning treatment of patriotism was provided in the form of outbound activity. In the second year, however, the first treatment on the group sample was conducted through class discussion. At the first treatment, the students were asked to complete various case studies from their instructor. At the second treatment, they were encouraged to have out-class discussion and outbound activity. At the third treatment of the second year, they were asked to seek for problems of poverty in their surroundings and have a class discussion to bring out the solution using panel discussion method.

The Initial Condition of the Sample's Sense of Patriotism					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	25,50 - 46,50	26 – 46	Very low	0	0%
2	46,51 - 67,50	47 – 67	Low	0	0%
3	67,50 - 88,50	68 – 88	Medium	15	30%
4	88,51 - 109,50	89 – 109	High	35	70%
5	109,50 - 130,50	110 – 130	Very high	0	0%
				50	100%

The condition of the Sample's sense of patriotism after the first year treatment

The Condition of the Sample's Sense of Patriotism					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	25,50 - 46,50	26 – 46	Very low	0	0%
2	46,51 - 67,50	47 – 67	Low	0	0%
3	67,50 - 88,50	68 – 88	Medium	4	8%
4	88,51 - 109,50	89 – 109	High	16	32%
5	109,50 - 130,50	110 – 130	Very high	30	60%
				50	100%

The condition of the Sample’s sense of patriotism after the second-year first treatment

The Condition of the Sample’s Sense of Patriotism					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	25,50 - 46,50	26 – 46	Very low	0	0%
2	46,51 - 67,50	47 – 67	Low	0	0%
3	67,50 - 88,50	68 – 88	Medium	2	4%
4	88,51 - 109,50	89 – 109	High	17	34%
5	109,50 - 130,50	110 – 130	Very high	31	62%
				50	100%

The condition of the sample’s sense of patriotism after the second-year second treatment

The Condition of the Sample’s Sense of Patriotism					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	25,50 - 46,50	26 – 46	Very low	0	0%
2	46,51 - 67,50	47 – 67	Low	0	0%
3	67,50 - 88,50	68 – 88	Medium	0	0%
4	88,51 - 109,50	89 – 109	High	12	24%
5	109,50 - 130,50	110 – 130	Very high	38	76%
				50	100%

The condition of the sample’s sense of patriotism after the second-year third treatment

The Condition of the Sample’s Sense of Patriotism					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	25,50 - 46,50	26 – 46	Very low	0	0%
2	46,51 - 67,50	47 – 67	Low	0	0%
3	67,50 - 88,50	68 – 88	Medium	0	0%
4	88,51 - 109,50	89 – 109	High	9	18%
5	109,50 - 130,50	110 – 130	Very high	41	82%
				50	100%

It showed that the students’ sense of patriotism changed after a set of treatments. This was due to the conflict resolution model, by which the students were encouraged to be more aware to their surroundings. This model was then combined with patriotism course that taught them to love their nation more, to have the sense of nation belonging, to believe in Pancasila as the national ideology, to be willing to sacrifice, and to have initial capability to be patriotic.

The Condition of the Sample’s *Civic Integrity* before Having any Treatment

Table of Category of the Sample’s Civic Integrity					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	17,50 - 32,10	18 – 32	Very low	0	0%
2	32,11 - 46,70	33 – 46	Low	6	12%
3	46,70 - 61,30	47 – 61	Medium	26	52%
4	61,31 - 75,90	62 – 75	High	18	36%
5	75,91 - 90,50	76 – 90	Very high	0	0%
				50	100%

The Condition of the Sample's *Civic Integrity* after the First-Year Treatment

Table of Category of the Sample's <i>Civic Integrity</i>					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	17,50 - 32,10	18 – 32	Very low	0	0%
2	32,11 - 46,70	33 – 46	Low	1	2%
3	46,70 - 61,30	47 – 61	Medium	24	48%
4	61,31 - 75,90	62 – 75	High	25	50%
5	75,91 - 90,50	76 – 90	Very high	0	0%
				50	100%

The Condition of the Sample's *Civic Integrity* after the Second-Year First Treatment

Table of Category of the Sample's <i>Civic Integrity</i>					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	17,50 - 32,10	18 – 32	Very low	0	0%
2	32,11 - 46,70	33 – 46	Low	0	0%
3	46,70 - 61,30	47 – 61	Medium	20	40%
4	61,31 - 75,90	62 – 75	High	22	44%
5	75,91 - 90,50	76 – 90	Very high	8	16%
				50	100%

The Condition of the Sample's *Civic Integrity* after the Second-Year Second Treatment

Table of Category of the Sample's <i>Civic Integrity</i>					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	17,50 - 32,10	18 – 32	Very low	0	0%
2	32,11 - 46,70	33 – 46	Low	0	0%
3	46,70 - 61,30	47 – 61	Medium	0	0%
4	61,31 - 75,90	62 – 75	High	12	24%
5	75,91 - 90,50	76 – 90	Very high	38	76%
				50	100%

The Condition of the Sample's *Civic Integrity* after the Second-Year Third Treatment

Table of Category of the Sample's <i>Civic Integrity</i>					
No	Range of Interval	Score Interval	Category	Frequency	Percentage (%)
1	17,50 - 32,10	18 – 32	Very low	0	0%
2	32,11 - 46,70	33 – 46	Low	0	0%
3	46,70 - 61,30	47 – 61	Medium	0	0%
4	61,31 - 75,90	62 – 75	High	10	20%
5	75,91 - 90,50	76 – 90	Very high	40	80%
				50	100%

It showed that the sample's *civic integrity* changed after a set of treatments. The *civic integrity* consisted of *civic skill* and *civic competence*. Conflict resolution model encourages the students to more deeply see the issues of national defense in order to enhance their knowledge. In addition, Patriotism Field Model through outbound and out-class discussion may develop their skills, and thus, improve the value of their *civic competence*.

Summary

Patriotism Field Model and Conflict Resolution Model with patriotism learning method in the form of field training, games, and discussion may improve students' sense of patriotism and their *civic integrity*.

Conclusion

In order to develop students' character of patriotism, it needs to develop a grand design of patriotism learning model in the form of Patriotism Field Model and Conflict Resolution Model. Education of patriotism through Conflict Resolution Model can be internalized into every course. As the result, the sense of patriotism can be truly embedded and implemented in everyday life.

Acknowledgements

The author would like to thank the cooperation of other authors so that this manuscript can be published. Without good cooperation from the beginning of the research to this publication it will not work. The publication of this manuscript as a form of responsibility of the authors to the government of the Indonesian Republic for support of research funds.

References

- Dahar, Ratna WiMLis. (1988). The Constructivism of Student Club in Teaching and Learning. *Standing Professor Inauguration Speech* at FPMIPA IKIP Bandung.
- Montgomery, R. (2000). Revolution of Learning: How We Enhance Students Achievement. (2000). *Journal of Scientific Education*. Vol. 19:45-51. <http://kagan.olam.asu.edu/epaa>
- Mulyanto. (2014). Local Wisdom-Based Education Development Model of Patriotism Model through Citizen Project Learning in order to Improve People Awareness and Civic Competence, Competitive Grand Research, Higher Education.
- Mulyanto.(2015). Patriotism-Based IbIKK toward Young Generation, IbIKK, Higher Education.
- National Council for the Social Studies. (2000). *Science-Technology-Society (STS) in Social Studies: Position Paper*. WashingtonDC: NCSS.
- National Council for the Social Studies. (2003). *Guidelines for Teaching, About Sciencetechnology Society in Social Studies" Education for Citizenship in the 21st Century*: <http://www.uow.edu.au/sts/ness/pubs/00nvt.html>. Act No. 3/ 2002 on National Defense.